

SOUTH DAKOTA TECH PREP STRATEGIC PLAN 2003 – 2004

South Dakota Tech Prep Mission Statement

The South Dakota Tech Prep Initiative promotes rigorous academic and technical education opportunities to prepare all students for the transition to additional education and the world of work.

Note: Each action item will be implemented by the State and Regional Tech Prep Coordinators as a part of their annual/continuing work plan and calendar.

Program Components	Goals	Measures/Performance Indicators	Strategies for Implementation
Accountability and Sustainability	Academic Skills 1. Students will attain the academic skills to complete the program.	61.78% of program completers will attain a complete battery percentile rank score of 50 or higher on the 11 th grade Stanford Achievement Test.	State/Consortium
			<p>Staff development opportunities will continue to provide training and materials on integration of academic and technical standards and coursework.</p> <p>Career academies will be promoted as an alternative delivery system for integrating academic and technical education.</p> <p>Materials and training opportunities in applied academic courses will be provided.</p> <p>Tech Prep will continue to be a partner in the Crosswalk Project. Teaching Reading in the CTE classroom will be offered at six locations in October.</p> <p>Joint projects between technical and academic instructors will be encouraged and supported.</p> <p>Curriculum materials developed for statewide dissemination will be crosswalked to academic standards. Best practices in course syllabi and project development will be added to the Tech Prep web page.</p> <p>A student publication on utilizing student results from the career interest and aptitude assessment will be prepared and staff development provided.</p> <p>Breakout session at SDACTE and the statewide Tech Prep conference will focus on increasing academic skills in the CTE classroom.</p> <p>The CTE Scholar program will be pilot test through LAMD, Hub Area and East Central Multi-District. The program will recognize CTE students who have successfully completed a concentration of CTE coursework, as well as overall gpa.</p>

		<p>South Dakota is in the process of becoming a High Schools That Work state. Pilot sites will begin implementing the 9-12 program in September. The program focuses on academic and technical skill achievement for students.</p>
<p>Technical Skills</p> <p>2. Student concentrators and completers acquire vocational and technical skill proficiencies.</p>	<p>93.40% of the program concentrators and completers will demonstrate attainment of at least 70% of the vocational and technical skill proficiencies associated with this program.</p>	<p>Tech Prep will continue to be a partner in the Crosswalk Project. Teaching Reading in the CTE classroom will be offered at six locations in October.</p> <p>Staff development opportunities will continue to provide training and materials on integration of academic and technical standards and coursework.</p> <p>Professional development will include employability skills, materials and resources. Breakout sessions during the Tech Prep State Conference and SDACTE will focus on these skills as well.</p> <p>Dissemination and training on the Career and Life Planning Digital Portfolio will be provided. Each Consortium will work with its schools to implement the digital format.</p> <p>Staff development on utilizing career interest and aptitude assessment results with students will be provided. A publication will be prepared and disseminated statewide.</p> <p>Professional development specific to each vocational technical area will be provided. New partnerships have been formed with SDACTE and the South Dakota Career Council. Coordination of joint projects will be explored.</p> <p>The CTE Scholar program will be pilot tested through LAMD, Hub Area, and East Central multi-districts beginning Fall 2003.</p>

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Accountability and Sustainability (cont.)	High School Completion 3. Student attainment of a secondary school diploma or its recognized equivalent.	69.62% of the senior students who are enrolled in the program this reporting year will obtain completer status.	Statewide/Consortium Staff development will be provided on implementation of the SD Framework for Guidance and Counseling in August. Training on curriculum materials to accompany the model will also be provided. Workbased learning experiences will be promoted for all teachers and students. Distance learning and technology will be incorporated into the process. Professional development training will provide educators with instructional strategies to reach all students (learning styles, contextual learning, etc). A revised career pathway model will be developed for high school course registration booklets. Inservice sessions will be offered in September. The Career Development Facilitator training will conclude with a one week camp to be held in Aberdeen on the campus of NSU. Training to meet the continuing education requirements for this certification will be offered. <i>Sharing What Works</i> , a publication featuring strategies and best practices for administrators, counselors, and instructors for achieving the Perkins Core Standards and Measures will be updated and professional development provided. The CTE Scholar program will be pilot test through LAMD, Hub Area and East Central Multi-District. The program will recognize CTE students who have successfully completed a concentration of CTE coursework, as well as overall gpa.
	Seamless Transitions 4. Career and technical education program completers move towards placement in, retention in, and completion of postsecondary education or advanced training, placement in military services, or	91.88% of the student completers in this vocational technical program will be placed into additional training or education in an accredited private or public postsecondary institution, military, and/or employment.	A focus of Tech Prep will continue to be career development across the 7-14 curriculum. Materials, resources and training will be provided. A standards-based, programmatic approach to career education will be emphasized in all training sessions and resources provided. The Career Development Facilitator training will conclude with a one week camp to be held in Aberdeen on the campus of NSU. Training to meet the continuing education requirements for this certification will be offered.

	placement or retention in employment.	<p>Training and dissemination of the standards-based career lesson plans will be offered.</p> <p>Articulation activities will be further developed to include a career pathway model to be used by school districts.</p> <p>A video will be produced focusing on career pathway options for students.</p> <p>Professional development will be provided on resources and materials for utilizing student results from the career interest and aptitude assessment.</p> <p>Professional development on the Choices career interest and exploration software will be provided.</p> <p>The <i>Sharing What Works</i> publication will be updated and professional development provided. This publication provides strategies and best practices for administrators, counselors, and teachers for achieving the Perkins Core Standards and Measures.</p>
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Accountability and Sustainability (cont.)			Statewide/Consortium Data systems will continue to be refined to portray a more accurate picture of Tech Prep programs. A comparison of Tech Prep vs. non-Tech Prep schools will be made.
	Nontraditional Enrollment 5. Secondary vocational technical programs make gains in enrollment and completion of non-traditional students.	Students enrolled in this program comprise 10.25% of the gender considered nontraditional for the occupations for which this program prepares students. Students considered nontraditional in this program will comprise 6.55% or more of the completers. .	Nontraditional occupational information will be included in professional development sessions and in any training manuals that are developed. Tech Prep Consortia will cooperate with activities of equity programs through the Technical Institutes. Tech Prep will provide slots for nontraditional student enrollment in summer career academy programs.
Student Opportunities	Comprehensive Career Plans 6. Students will have a comprehensive career plan based on their interests, skills and abilities.	50% of school districts will offer guidance and counseling services based upon the SD Comprehensive Guidance and Counseling Program Model. 50% of special population and non-traditional students will be involved in career clusters and in Tech Prep activities. 50% of school districts will	Statewide training on development and implementation of local guidance and counseling programs will be offered in August. Statewide training will be offered in September on the career interest and aptitude assessment. Follow up lesson plans/units for the career interest and aptitude assessment will be developed and disseminated. A Transition (special needs) Coordinator will serve as a steering committee member in each consortium. Special needs educators will be included in training sessions on Tech Prep components. Any materials developed will be reviewed and/or adapted for special needs students.

		offer career and life planning activities for students.	<p>Training on the digital portfolio will be provided during the fall guidance workshops and at other times throughout the year.</p> <p>Training will be provided for administering the career interest and aptitude assessment. Included as part of the training will be lesson plans for utilizing the results for student planning and classroom activities.</p>
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Student Opportunities (cont.)		<p>Students in 50% of the school districts will indicate a career cluster when registering for high school courses.</p> <p>85% of students in grades 8 or 9 will complete the Career Interest and Aptitude Assessment.</p>	<p style="text-align: center;">Statewide/Consortium</p> <p>The electronic format of the SD Career and Life Planning Portfolio will be disseminated to schools and training and resource materials provided.</p> <p>Training on the use of career clusters and how to incorporate as a part of the high school course registration process will be provided.</p> <p>A state career cluster or pathway model for use by school districts will be developed.</p> <p>Staff development will be provided on testing procedures and follow up classroom lesson plans for the career interest and aptitude assessment.</p>
	<p>Business/Community Partnerships</p> <p>7. The community and secondary and postsecondary school partners will be involved in determining local educational priorities in the planning, delivery, and evaluation of curriculum and work-based learning opportunities for students and staff.</p>	<p>To increase the number of school/business partnerships by 2%.</p> <p>To increase the number of teachers involved in work-based learning experiences by 2%.</p> <p>To increase the number of students participating in work-based learning activities by 2%.</p>	<p>Staff development on types of school/business partnerships will be provided.</p> <p>Special projects incorporating business/industry, secondary and postsecondary will be supported. These projects could include summer academies for students in the areas of manufacturing, construction, and health occupations.</p> <p>New partnerships have been formed with SDACTE and also the South Dakota Career Council. Joint projects and networking will be explored.</p> <p>Summer student academies representing several CTE program areas will be offered statewide.</p>

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Student			Statewide/Consortium

Opportunities (cont.)			<p>Distance learning and technology aspects will be incorporated into training models.</p> <p>Workbased learning for all students will be emphasized through professional development and marketing</p> <p>New partnerships with criteria for student outcomes will be supported.</p>
Curriculum	<p>Contextual Teaching and Learning</p> <p>8. Educators will incorporate strategies that include competency-based instruction, interdisciplinary instruction, technical and academic team teaching, and rigorous application-based instruction.</p>	50% of school districts will participate in professional development opportunities offered through Tech Prep, including integration of academic and technical education, and applied academics.	<p>Tech Prep will continue to support the Crosswalk Project and encourage project development between academic & technical instructors.</p> <p>Competency-based materials and training in applied academics will be available to school districts.</p>
	<p>Transferable Skills</p> <p>9. Educators will incorporate learning activities that emphasize the development of basic skills, personal qualities, thinking skills, and the use of resources, information, systems, interpersonal skills and technology.</p>	50% of school districts will integrate general transferable workplace skills (SCANS) into the curriculum.	<p>The state Career and Life Planning Portfolio and Resource Book will be promoted statewide.</p> <p>Resources of the Career and Technical Education Resource Center will be promoted and disseminated.</p> <p>Professional development on the NCDG lesson plans will be provided.</p>

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Curriculum (cont.)			Statewide/Consortium
			Professional development will include sessions on general transferable work skills. This will include the Technology Career Academy and the school inservice program over the DDN. Breakout sessions during the Tech Prep Conference may focus on these sessions as well.
Articulation	Career Pathways 10. School districts will develop a sequence of educational courses that encourage a smooth transition from school to postsecondary education and employment.	To increase by 2% the number of students from Tech Prep schools who attend a technical institute. To increase by 2% the number of students using articulation agreements at the post-secondary level.	A Tech Prep marketing plan will be developed incorporating promotional activities for the articulation process. A state career pathway model will be developed and disseminated. Partnerships with postsecondary institutions will be implemented. Systems for student record- keeping and data collection will be refined.

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Professional Development	Inservice 11. Training on all Tech Prep components will be provided to secondary and post secondary instructors, counselors and administrators.	50% of all secondary and postsecondary schools will participate in professional development activities offered through Tech Prep.	Statewide/Consortium
			A Tech Prep marketing plan will be developed and implemented. An inservice program will be offered via the DDN beginning in September. Criteria for Tech Prep sites has been established and will be reviewed.
	Preservice 12. Undergraduate students enrolled in teacher education programs will participate in Tech Prep training opportunities.	To increase by 2% the number of pre-service students who participate in Tech Prep professional development.	University partnerships with NSU and SDSU in such areas as curriculum development, class presentations and participation in pre-service sessions will be pursued.